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Portfolio 1

Prompt:

Developing a formative assessment

Step 1: Select a state standard for something you would like to teach.

Step 2: Select a type of formative assessment (you can pick from the list above). Describe your assessment plan with the following information:

Learning Objective

- Time frame for formative assessment
- Description of your assessment to meet your learning objective and state standard (approximately 100 words)
- Connecting assessment with learning and teaching

Describe how your formative assessment plan incorporates the ideas or criteria from two of Shepard's principles. Please limit your responses to 100 words per principle.

Final Reflection

Consider a time in which you feel an assessment (formative or summative) positively influenced your learning. Briefly describe it and make a connection to this article (again, 100 words or less).

I. Part 2

A. Formative Assessment

1. Virginia Music State Standard: Elementary School Instrumental Music, Beginning Level
2. For beginning band in the elementary level, games are an incredible way to test the students on what they know. It's simple, and a lot of fun for the kids to do. Say I wanted to test a new scale we just learned. The object would be to play the scale, correct notes and articulation (and in time with me). I could make it a competition between instrument sections, or even just brass verses woodwinds versus percussion. The timeframe would be even just a few minutes each class. If they can all play it, you met standards (tailoring it to the specific needs). If not, you know what to work on with the students and what they need to practice.

B. Connecting Assessment

1. In the classroom, I could ask students to give me feedback of how they think they did playing a scale. I might call of a student, and they will tell me what they did right and what they could work on. This is engaging them to think about all of the fundamentals they were previously taught, and putting it into context. It assess that they were

listening before playing the scale, and how they might want to make it better for next time. Shepard also mentions how to take out negative effects on high testing. If I were to make these games a regular thing, then it would start building their confidence up when I had to test them. I would start by maybe sections playing together, and eventually work it down to everyone being able to play something for me in front of the whole class. That way no one is too scared to do anything. Official assessment would also be done in private for certain tests.

II. Final Reflection

- A. I know I already mentioned it, but the value of asking the student what they liked and didn't like was a really great tool I found helpful. As a student, I bet that helped me out when I was younger, and now when I still trying to learn my instrument with help from my professor. But my biggest experience was when I gave someone a private lesson over the summer. I would ask her every once in a while what she liked about what she just did (what she improved on), and then different ways she could make it better. This way I can see what information she is retaining, and how I need to proceed from that point. I can help her get better after that by guiding her on the right direction. Learning shouldn't be just listening, it should be an engaging thing.